



Supporting your staff to achieve professional status

PROFESSIONALISING YOUR WORKFORCE



I have a very busy teaching role, but QTLS offered me the chance to reflect on my teaching and to really focus on developing my skills for the benefit of my learners."

SOPHIE CHANCE, TEACHER



I felt the (QTLs) process fostered a closer professional relationship with my colleagues and encouraged greater discussion about our teaching strategies."

CHRIS HOLTON, ARTS AND HUMANITIES TEACHER

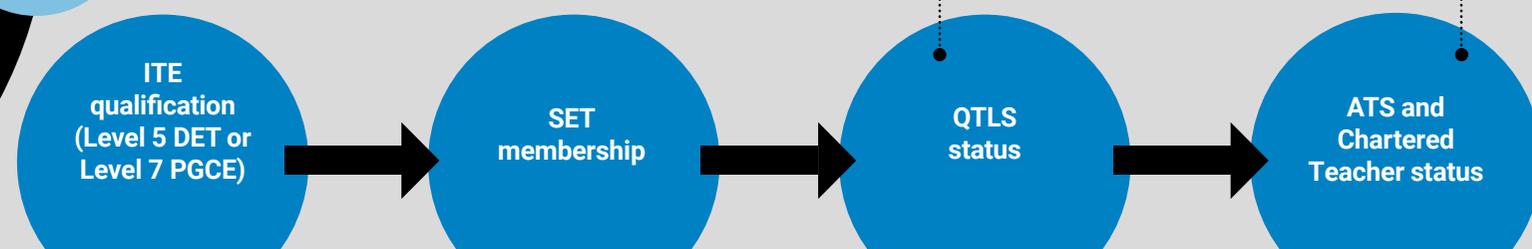


I did QTLS in the IFL days (circa 2011-12). Being totally honest, I wouldn't have recommended it then. However, hearing about my former trainees' experiences of the post-2016 process, I get very jealous!"

DAN WILLIAMS, PROGRAMME LEADER AND LECTURER, ITE POST-14

Step 1: Teaching improvement

The SET professional development journey



UNDERPINNED BY THE PROFESSIONAL STANDARDS

Qualified Teacher Learning and Skills (QTLS) status provides a robust development framework for teachers and trainers to hone their skills and knowledge after completion of a Level 5 or above ITE qualification. It is suited to those recently qualified and also to those with several years' teaching experience who want to evidence developments in their practice.

Many thousands of practitioners have demonstrated their ongoing commitment to professionalism through the achievement of this prestigious status. This mark of professionalism is a strong indicator of a good quality teacher, worthy of identifying in your teacher recruitment. You can check on the QTLS register, held on the SET website, to see the current list of professionals holding the status.

Equally importantly, supporting your teaching staff to undertake this programme will demonstrate your commitment to investing in your staff. Our data also suggests that 80% of applicants say that undertaking professional formation has had a positive impact on their organisation.

Features of the professional development journey

QTLS features

ATS features

	QTLS features	ATS features
Programme Style and Duration	Completion of e-portfolio over a 6 month period (October or January start)	Completion of an e-portfolio over 12 months (start every October)
Eligibility	Level 5 or above ITE qualification + GCSE Maths and English	Holds QTLS or QTS + minimum of 4 years' teaching experience since gaining their ITE qualification
Career stage when registering	Suitable for both recently qualified or more experienced teachers	For experienced teachers working at the level of an advanced practitioner
Use of the Professional standards	Participants choose a minimum of 3 professional standards to develop: planning and delivery; assessment and subject specialist knowledge	Participants must evidence 20 professional standards at the level expected of an advanced practitioner
Portfolio evidence	Participants show impact of their development on their practice, learners and their organisation	Participants demonstrate mastery at three levels: developing their own practice, the practice of others and influencing quality improvement in their organisation
Award	Participants submit their e-portfolio for review, and, if it meets the required standard, they are awarded with QTLS	On successful completion of the e-portfolio, participants attend a viva interview. Once awarded with ATS, they also receive Chartered Teacher Status
Status accreditation	Membership of SET is essential to maintain QTLS status	Membership or Fellowship of SET is essential to maintain ATS and Chartered Teacher status



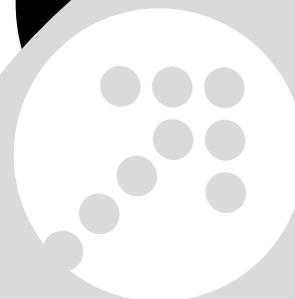
Benefits of supporting staff through the professional development journey

- Supporting ATS enables you to contribute to the development of a cadre of advanced practitioners that are recognised as high-level practitioners who can support and promote quality improvement at a national level
- Supporting your teachers through QTLS and ATS demonstrates your commitment to on-going quality improvement
- Selecting the QTLS programme for your teachers can be a cost-effective training option, which benefits the whole organisation, learners and individual practitioners
- The professional development approaches at the heart of QTLS and ATS are recognised by Ofsted as features that characterise effective CPD programmes
- Employing practitioners with ATS naturally develops your in-house training capacity as you develop your own pool of coaches who support peers through truly collaborative, evidence informed practice
- A key feature of ATS is collaborating with peers from other institutions and this in turn can result in new thinking and approaches being brought into your organisation
- ATS, through its parity with Chartered Teacher status, is anticipated to become the gold standard in professional teaching – a mark of excellence for your organisation

Step 2: Sharing expertise - organisation improvement

Advanced Teacher Status (ATS) is designed for experienced teachers, working at the level of an advanced practitioner who may already be coaching other staff. SET's partnership with the Chartered College of Teaching ensures that ATS has parity with the CTeach Programme, and ATS holders automatically become Chartered Teachers, a great accolade for the individual teacher and for your organisation. ATS holders also become Fellows of SET.

Identifying and supporting your best teachers to undertake the ATS programme will reap benefits for them, for their peers and for the organisation as a whole. It is a rigorous programme, where participants undertake an improvement project, and really hone their coaching and mentoring skills.





ATS has given me a badge of professionalism, which can act as a platform to support the next generation of aspiring teachers and colleagues I work alongside."

DAVE SHURMER, SPORTS AND LEISURE TRAINER AND ASSESSOR



I am recognised as an advanced practitioner in education locally and nationally. I now engage with colleagues, managers and senior leaders in developing and improving teaching, learning and assessment."

JOYCE CHEN, LECTURER IN TEACHER EDUCATION



I believe that ATS offers important support for the further professionalisation of the workforce in FE."

GAIL LYDON, REGIONAL SPECIALIST LEAD FOR ENGLISH AND MATHS



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